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The Alberta Journal of Educational Research

Volume 54, Number 1, Spring 2008

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Call for Papers

Theme Issue: *Expanding Knowledge Systems in the Teacher Education Program*

Guest Editor: Cora Weber-Pillwax

The *Alberta Journal of Educational Research* invites submissions from researchers whose interests include exploring the potential for Indigenous and other knowledge systems to revitalize and revolutionize teacher education programs in Canadian and international contexts.

In the past 20-30 years, teacher education has emphasized diversity, sustainability, and globalization as foundational concepts underpinning other standard elements: managing the learning environment, student assessment, and core curricular content. Recently critical scholarship has pointed out that the theories and praxes of these concepts have not been sufficiently developed to respond fully to the concerns of the vulnerable populations most directly implicated in the meanings, discourses, and applications of such terms. For example, the children who are gradually filling most of the seats in standard classrooms increasingly are Indigenous people or immigrants. Experiences in these classrooms reflect models of teacher education that are confined to the parameters and limitations of a Western intellectual tradition. The literature contains many stories of failure in relation to these experiences.

Given the inadequacies of the Western intellectual tradition to create or develop effective educational programming to meet the needs of all students, it seems incumbent on educational researchers to consider seriously how other, particularly Indigenous, knowledge systems can contribute to contemporary teacher preparation programs.

Because North American teacher education systems are marketed and modeled in other countries, it follows that other knowledge systems are affected. Where the Western intellectual tradition underlying teacher education programs has had to face serious challenges to its inherent binary oppositional thought and epistemological dualism, postmodern theorizing has posited explanations and resolutions to this Western breaking apart of its meaning structures. Indigenous scholars, however, speak critically of postmodernism as merely another attempt to maintain Western domination.

Submissions must be received by ***September 15, 2008***

Authors planning to submit a manuscript should first send a statement of intention (250 words) well before September 15 in order to receive feedback on the appropriateness of the proposed article. Abstracts, intention statements, suggestions, and inquiries should be sent to: Cora Weber-Pillwax, University of Alberta, by e-mail ckw@ualberta.ca; or fax (780) 492-2024.

Send manuscripts, indicating consideration for the Theme Issue, to Cora at ajer@ualberta.ca

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projects that have one or two findings of particular interest but do not warrant full-article treatment.

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Submissions to *Research Notes* will be reviewed for readability, rationale, clarity, logic, organization, length, and adherence to all *Alberta Journal of Educational Research* (**ajer**) guidelines. Any submission that is judged to meet these criteria will be published as soon as possible. Any submission that is judged to require revisions according to the criteria outlined will not be published, and revisions will not be invited as the Notes must be current if they are to serve the purposes identified.

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